

# **2009 Institutional Effectiveness Summary Report**



**CENTRAL CAROLINA**  
**TECHNICAL COLLEGE**

## 2009 IE REPORT TRANSMITTAL FORM

*This form must be completed and returned with your data tables and summary report by August 3, 2009*

**Fill in boxes and submit electronically with IE Report data**

Name of person submitting information:

The information included in the attached reports is current and correct to the best of my knowledge.

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Date approved by Board of Trustees or Area Commission:

Date approved by Commission on Higher Education:

Institutional web address of Summary Report:

Institutional web address of Title II Report:   
(Four-year institutions only)

### Check list of IE Reports due **August 3, 2009**

- ☒ Summary Report (Posted on website and electronic copy to CHE)
- ☒ Accreditation Table
- ☐ Sponsored Research Table
- ☒ Professional Examinations Table
- ☒ Alumni/Placement Survey Summary Reports

Date Submitted:

**Submit electronically to: Sandra Carr – scarr@che.sc.gov**

**Should you have trouble with electronic submission, you can mail a hard copy to:**

Sandra Carr, SC Commission on Higher Education  
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## Central Carolina Technical College 2009 Institutional Effectiveness Summary Report

### Reporting Cycle Introduction

The institutional effectiveness process at Central Carolina Technical College ensures that major assessment results are used for the continuous improvement of College programs and services. As part of the institution's comprehensive planning and evaluation processes, each functional unit develops an annual plan of action and uses the results of the plan to demonstrate the College's effectiveness in achieving its mission. Incorporated into these plans of action are six institutional effectiveness components. The components depicted in the following table are reported to the South Carolina Commission on Higher Education on a cyclical basis.

### Schedule of Summary Reports

Component	Status	
1. General Education	To be reported in 2010; 2014	(4-yr cycle)
<b>2. Majors/ Concentrations</b>	<b>Report Included This Year</b> Subsequent Report in 2010; 2011	(annual cycle)
<b>3. Academic Advising</b>	To be reported in 2012; 2016	(4-yr cycle)
<b>4. Achievement of Students Transferring From Two- to Four- Year Institutions</b>	To be reported in 2010; 2012	(2-yr cycle)
5. Student Development	To be reported in 2011; 2015	(4-yr cycle)
6. Library Resources	<b>Report Included This Year</b> Subsequent Report in 2013; 2017	(4-yr cycle)
7. Alumni Survey	<b>Report Included This Year</b> Subsequent Report in 2011; 2013	(2-yr cycle)

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## **Majors/Concentrations Report 2008-2009**

### **Introduction**

Central Carolina Technical College (CCTC) engages in a process that includes a systematic review of programs. The process has enabled the College to review programs extensively according to established criteria. All programs at the College are on a five-year review cycle; any program placed on suspension or probation for the academic year by the South Carolina Board for Technical and Comprehensive Education is also included in this program review process.

At Central Carolina Technical College, a program is defined as the orderly, identifiable sequence of courses leading to a degree, with a minimum of eight semester hours of instruction in one or more related fields of study, which provide students with specialized knowledge and skills. Central Carolina currently offers majors in fifteen associate degree programs, eight diplomas, and thirty-three certificates.

### **Methods of Assessment**

The College maintains excellence in its majors by employing a formalized annual program evaluation process. In the annual assessment of each major, data is gathered and analyzed by the appropriate department chair/program manager, the Curriculum Review Committee (which consists of representatives from the faculty and student services, all academic deans, and the Vice-President for Academic Affairs), and the Academic Management Team. Local findings are compared to the South Carolina Technical College System (SCTCS) standards to determine whether programs remain in good standing. An evaluation report is then prepared for each major and is submitted to the SCTCS, which determines the standing of each program major.

The College uses a multi-faceted approach to program reviews. External accrediting agencies are utilized for maintaining program relevancy in certain disciplines. Twelve programs have been accredited by recognized accrediting agencies, which review the programs periodically. In addition, advisory committees consisting of representatives from local businesses and industries meet at least annually to review programs. Also, the College conducts an internal cyclical, comprehensive program review process that evaluates curriculum relevancy, determines graduate preparation, identifies program and workforce trends, and establishes plans for the enhancement of the curricula and instructional delivery. College Directive 6.27 (Program Review) describes the process for improvement by delineating the set of defined criteria used for measuring program effectiveness. Results of the program review are analyzed and evaluated, and the results are used to develop subsequent plans of action for the department.

Through the program review process, curriculum is examined to ensure compliance with the State Model, maintained by the SCTCS, and the Southern Association of Colleges and Schools (SACS) requirements and to verify that program exit competencies are current and meet the needs of local businesses and industries. Feedback from students, graduates, alumni, faculty, and business and industry representatives is used for continuous improvements. Student data (including trends in headcount, full-time equivalency (FTE), retention data, and graduation rates) are also analyzed. The strengths, weaknesses, opportunities, and threats of the program are identified; and a summary of the findings are incorporated into departmental plans of actions for the next year as appropriate.

## Program Review Cycle

Each academic program is reviewed at least every five years; programs on probation are automatically reviewed during the year they are on probation. The following table outlines the current five-year academic program review cycle at Central Carolina:

Associate Degrees	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Accounting			X					X		
Associate Degree Nursing					X					X
Associate in Arts					X					X
Associate in Science					X					X
Civil Engineering Technology		X			canc					
Computer Technology				X					X	
Criminal Justice Technology			X					X		
Early Care and Education		X					X			
Electronics Technology		X					X			
Engineering Graphics Technology		X					X			
Environmental Engineering Technology			X					X		
General Technology	X					X				
Management		X					X			
Natural Resources Management	X		X	X					X	
Office Systems Technology			X					X		
Paralegal				X					X	
<b>Diplomas</b>										
Automated Office			X					X		
Automotive Mechanics				X					X	
Early Childhood Development		X					X			
Engineering Graphics		X					X			
Machine Tool				X					X	

Medical Assisting	X					X				
Nursing (PN)					X					X
Surgical Technology					X					X
Accounting Specialist			X					X		
<b>Certificates</b>										
Advanced Automotive Mechanics				new					X	
Advanced Air Conditioning and Heating					X					X
Advanced Tool Making				X					X	
Automotive Repair				X					X	
Basic Air Conditioning and Heating					X					X
College Studies					X					X
Computer Specialist				X					X	
Cosmetology					new					X
Early Childhood Development		X					X			
Electrical Technician				new			X			
Electro-Mechanical Workforce & II		X					X			
General Education	X					X				
General Studies				new		X				
Geographic Information Systems Operator				X						
Health Science Prep				X					X	
Interdisciplinary Studies				new		X				
Industrial Electricity/ Electronics							X			X
Industrial Maintenance Tech	X					X				
Industrial Maintenance Workforce I & II	X					X				
Infant and Toddler Care										
Information Processing			X					X		
Internetworking (Cisco)				X					X	
Machine Tool Operator				X					X	

Medical Record Coding				new					X	
Phlebotomy					X					X
Pre-Dental Hygiene			X					X		
Pre-Occupational/ Pre-Physical Therapy		X					X			
Pre-Pharmacy Technician			X					X		
Water Operator Certificate				new				X		
Wastewater Operator Certificate				new				X		
Welding				X						

During the 2008-09 academic year, extensive reviews were conducted for the following programs in accordance with the College's Review Cycle:

- Associate Degree Nursing (ADN) and Diploma in Practical Nursing (PN)
- Associate in Arts Degree
- Associate in Science Degree
- Diploma in Surgical Technology
- Certificates in Basic and Advanced Air Conditioning and Heating
- Certificate in College Studies
- Certificate in Phlebotomy

### Program Review Summaries

Following are summaries of the program reviews presented to the Curriculum Review Committee:

#### Program Review Report Summary Associate Degree Nursing (ADN) and Diploma in Practical Nursing (PN) Completed During Academic Year 2008-2009

**Date of Review:** February 18, 2009

**Submitted by:** Mary Jo Ardis  
Nursing Department Chair

### Resources for Program Review

The Associate Degree Nursing and Practical Nursing Program Reviews were completed utilizing input from various sources including the following: 1) Advisory Committee, 2) Nursing faculty, 3) Students, 4) Graduate Survey and Employer Survey, 5) NCLEX pass rates, and 6) Professional journals.



## Summary of Results of Program Review

The program review resulted in the following findings:

### Program Strengths

- Both the Associate Degree Nursing and the Practical Nursing programs are easily accessible to individuals residing in the College's four-county service area (Sumter, Kershaw, Lee, Clarendon).
- Based on Graduate and Employer Surveys as well as superior NCLEX pass rates, both programs are meeting or exceeding program outcomes. The ADN and PN programs prepare students to become competent health care professionals who are lifelong learners and who will enter the profession at the beginning level of practice.
- The learning objectives and course content in both programs are designed to flow in a simple-to-complex sequence.
- The strengths of the ADN and PN programs include the following: 1) a student-friendly learning environment, 2) clearly defined admission/ progression criteria, 3) the expertise of the full-time and part-time faculty, 4) the variety of available clinical experiences, 5) the diversity of learning resources such as use of Assessment Technology Institute (ATI), 7) consistent NCLEX pass rates at or above the state and national averages, 8) the development of "Success in Nursing School" workshops that prepare students to become more effective learners, and 9) the 100% employability rate of graduates.
- The ADN and PN programs utilize a variety of instructional resources, including interactive mannequins, online courses, online tutoring, traditional classroom lectures, case studies, and computer assisted instruction. Currently, the Health Sciences building has an open computer lab for student access to the Internet and computer-assisted instruction (CAI). Nursing software is also accessible in two other buildings on campus. The College library houses reference books and periodical holdings relevant to nursing. Online nursing databases are available to students on a 24-hour basis via the campus website. Library holdings are updated annually.

### Program Weaknesses

- A weakness for both the ADN and PN programs continues to be the availability of qualified nurse educators to fill vacant positions as well as the number of current faculty approaching retirement. As enrollment numbers continue to increase, the number of full-time faculty positions must keep pace with student enrollment to ensure the continuation of quality program outcomes. Due to the severe nursing shortage nationally, statewide, and locally, the greatest challenge facing both programs is the shortage of nursing faculty along with the market demand to increase the number of graduates. Nursing faculty are committed to quality education; however, nursing faculty salaries and workload are major stumbling blocks in faculty retention and recruitment.
- Classroom space is limited in the existing building; however, this should be alleviated with the move to the new Health Sciences Building in Fall 2010.

### Program Opportunities

- The new Health Science Building will provide: 1) needed classroom space 2) a large seminar room, 3) additional nursing skills lab space, 4) simulation skills lab, 5) office space for full and part-time faculty, and 6) larger computer labs.

- The new Health Sciences Building will have a state-of-the-art simulation lab with the most up-to-date technology that will replicate realistic practice settings.
- With the aid of the 2007 Critical Needs Nursing Initiative (CNNI) Act passed by the South Carolina General Assembly to establish the infrastructure to expand the number of new graduates, some of these challenges for nurses may be resolved in the near future.
- As the number of students grows in the ADN and PN programs, there will be a need to increase the number of adjunct faculty for clinical instruction. To maintain consistency and quality in the programs, a formal orientation module will need to be developed and placed online for easy access.
- The Nursing Department will need to encourage faculty to develop innovative strategies to handle increasing numbers of students as well as an increasing faculty workload. Strategies to consider will be to explore distance learning and to place more course content into online modules.
- A goal for the Nursing Department is to recruit more minority and male instructors. The faculty is committed to creating a more culturally inclusive environment for teaching and learning.

#### Program Threat

- To address the nursing shortage, the ADN program has steadily increased enrollment numbers; however, increasing enrollment will put a strain on the availability of current clinical sites. Therefore, the Nursing Department will need to be creative and look towards interactive technology and simulation learning labs to help satisfy clinical experiences. (Clinical simulation is an acceptable method of providing education and evaluating competence.)

The programs are in good standing as demonstrated by the following statistics:

	<b>Year 1 2006</b>		<b>Year 2 2007</b>		<b>Year 3 2008</b>	
	ADN	PN	ADN	PN	ADN	PN
<b>Enrollment (Head Count/FTE)</b>	104/67	25/14	145/92	31/17	155/98	26/15
<b>Number of Graduates</b>	42	12	49	16	65	20
<b>Job Placement</b>	100%	100%	100%	100%	100%	100%
<b>Licensure Rate</b>	87%	93%	94%	100%	92%	100%

#### **Use of Results**

The Nursing Department will use the results of this program review by incorporating the following objectives into next year's plan of action:

- Request two additional full-time nursing faculty positions.
- Request one full-time skills lab coordinator.
- Explore distance learning to reduce student travel.
- Request an online immunization tracking system.
- Provide work release for faculty to develop online/hybrid courses.

- Request a laptop computer, printer, and Internet access for *Grade Master*.
- Encourage all PN faculty to obtain their master's degrees.
- Implement a formal faculty orientation/mentoring module.
- Explore greater use of library resources across the curriculum,
- Explore ways to diversify faculty by continuing to actively recruit minorities and males.
- Incorporate to a greater extent the use of ATI resources in the curriculum.
- Schedule a faculty retreat to promote creative thinking skills and curriculum development.
- Convert a classroom into a PN skills lab.

**Program Review Report Summary  
Associate in Arts Degree (AA)  
Completed During Academic Year 2008-09**

**Date of Review:** March 4, 2009

**Submitted by:** Carol Dabbs  
AA Program Manager

**Resources for Program Review**

The Associate in Arts (AA) program received input from multiple sources in order to complete its program review including the following: 1) Advisory Committee, 2) Faculty in English Department and Speech Humanities, and Social Sciences Department who are all AA Advisors, 3) Information from media sources, and 4) Selected reports and surveys.

**Summary of Results of Program Review**

The program review resulted in the following findings:

Program Strengths

- The AA program is an affordable option for the first two years of college.
- All courses are available online as well as in a traditional format.
- The faculty is well-qualified and committed to teaching excellence.
- During 2008-2009, the AA program incorporated a capstone course to measure program outcomes.

Program Weakness

- There is a need to increase the graduation rate relative to program size. Many students transfer to senior institutions prior to graduation from CCTC.
- New students who enter the program often need better communication and computer skills.

Program Opportunities

- The program could be marketed more effectively.
- The program should recruit more dual-enrolled students.

Program Threats

- There are budgetary constraints, which will result in tuition increases.
- There are comparable programs of study at other institutions in the service area competing for students.

The program is in good standing, as demonstrated by the following statistics:

	<b>Year 1 2006</b>	<b>Year 2 2007</b>	<b>Year 3 2008</b>
<b>Enrollment (Head Count/FTE)</b>	226/141	253/161	259/153
<b>Number of Graduates</b>	22	21	18
<b>Placement</b>	95%	100%	TBD
<b>Transferability (AA/AS)</b>	92 FT; 56 PT	80 FT; 69 PT	TBD

### **Use of Results**

The Associate in Arts Department will use the results of this program review by incorporating the following objectives into next year's plan of action:

- Expand AA/AS Advisory Committee to include faculty representatives from senior institutions in addition to admissions or recruitment personnel.
- Investigate the need for training in methodologies to teach developmental students.
- Develop and teach the new capstone course (HSS 299 – Special Topics in Humanities) that has been added to the AA program to assess program outcomes.
- Implement strategies for marketing the AA program and AA online.
- Continue to track advisees to improve retention and identify potential graduates.
- Request two additional full-time instructors.
- Request greater computer lab access for English classes to assist students in developing stronger communication and computer skills.

### **Program Review Report Summary Associate in Science Degree Completed During Academic Year 2008-09**

**Date of Review:** March 4, 2009

**Submitted by:** Dr. Cheryl Davids  
AS Program Manager

### **Resources for Program Review**

The Math Department received input from various sources in order to complete the Associate in Science program review including the following: 1) Documentation from the SC State Board for Technical and Comprehensive Education, 2) Curriculum Review Committee, 3) Advisory Committee, 4) Professional journals and current publications, 4) Numerous surveys, including the Programs and Services Survey, Student Evaluations, Graduate Survey, and Employer Survey, 5) Reports, including Quality Enhancement Plan (QEP) Results, Vitality Reports, and COMPASS Results, and 6) Math Peer Group recommendations.

## Summary of Results of Program Review

The program review resulted in the following findings:

### Program Strengths

- Graduates are prepared to succeed at four-year colleges and universities.
- Instructional technology is used to support student success.
- Colleges and universities in South Carolina support the AA and AS programs.
- The College has implemented a BRIDGE transfer program with the University of South Carolina.
- Expansion of math courses in a minimester format has proven beneficial.

### Program Weaknesses

- Graduation rate should be improved.
- It is difficult to track AS students to senior institutions.
- There are challenges in finding qualified faculty for new positions.

### Program Opportunities

- There is an opportunity to market/advertise the AS program to recruit students.
- Online versions of AST 101 and AST 102 science courses could be developed.
- There is an opportunity for the establishment of a peer tutoring system and a Center for Academic Success.
- Additional BRIDGE programs to streamline the transition for transfer students could be implemented.

### Program Threats

- Budgetary constraints may affect the employment of new faculty.
- The state of the economy may make it harder for students to afford College.

The program is in good standing as demonstrated by the following statistics:

	<b>Year 1 2006</b>	<b>Year 2 2007</b>	<b>Year 3 2008</b>
<b>Enrollment (Head Count/FTE)</b>	135/85	166/97	185/105
<b>Number of Graduates</b>	6	12	17
<b>Job Placement</b>	100%	100%	TBD
<b>Transferability (AA/AS)</b>	92 FT; 56 PT	80 FT; 69 PT	TBD

## Use of Results

The Associate in Science Department will use the results of this program review by incorporating the following objectives into next year's plan of action:

- Expand the AA/AS Advisory Committee to include faculty representatives from senior institutions in addition to admissions or recruitment personnel.
- Request additional math faculty positions.

- Implement retention initiatives to include tracking, peer tutoring, and additional professional development and training in teaching methodologies.
- Request additional marketing for transfer programs.
- Train faculty in D2L (online delivery system).
- Continue to expand course outcome assessments and focus on program outcomes.
- Request additional equipment to support classroom instruction.

**Program Review Report Summary  
Diploma in Surgical Technology  
Completed During Academic Year 2008-2009**

**Date of Program Review:** April 22, 2009

**Submitted by:** Christina Keels  
Program Manager

**Resources for Program Review**

The Surgical Technology Department received input to complete this program review from the following sources: 1) Advisory Committee, 2) Professional journals, 3) Surgical Technology faculty, 4) Surgical Technology Students, 5) Program Assessment Examination (PAE) licensure results, 6) and the Graduate Survey and Employer Survey.

**Summary of Results of Program Review**

The program review resulted in the following findings:

Program Strengths

- The Surgical Technology Diploma program has a strong curriculum.
- The program has up-to-date training equipment provided here on campus and at local clinical rotation training facilities.
- The Surgical Technology program is growing and will continue to give quality education and skills to prepare the students to enter into the field of Surgical Technology

Program Weaknesses

- There is a shortage of clinical sites in the College's service area.
- With growth in enrollment, another full-time instructor will be needed.

Program Opportunities

- The program manager will continue to seek additional clinical sites to accommodate the growing number of students.
- Effective Fall 2009, the program will begin in the fall semester rather than the summer, which should result in greater enrollment.

Program Threat

- As more and more students choose to become health care professionals, there is a need for more clinical opportunities.

The program is in good standing as demonstrated by the following statistics:

	<b>Year 1 2006</b>	<b>Year 2 2007</b>	<b>Year 3 2008</b>
<b>Enrollment (Head Count/FTE)</b>	44/25	46/29	41/23
<b>Number of Graduates</b>	7	9	13
<b>Job Placement</b>	100%	89%	100%

### **Use of Results**

The Surgical Technology Department will use the results of this program review by incorporating the following objectives into next year's plan of action:

- Continue to measure achievement of program outcomes and use the results to improve curriculum as needed.
- Implement strategies for students to continue to meet the College Basic Technology Competencies as well as the Program Technology Competencies needed for employment in the Surgical Technology field.
- Request equipment and instructional resources for the new Health Sciences Building with occupancy anticipated for Fall 2010.
- Continue to evaluate the shortages of clinical training opportunities in the service area. (Several new clinical sites were added during the 2008-2009 academic year.)
- Change the sequencing of courses and content for the 2009-2010 academic year to ensure students have content knowledge before participating in clinical experiences.
- Accept students during the fall semester rather than summer semester in order to increase enrollment beginning in Fall 2009.

## **Program Review Report Summary Certificates in Basic and Advanced Air Conditioning and Heating Completed During Academic Year 2008-2009**

**Date of Review:** April 22, 2009

**Submitted by:** Jack Hossink  
HVAC Program Manager

### **Resources for Program Review**

The Heating, Ventilation, and Air Conditioning (HVAC) Department worked closely with an advisory committee consisting of local HVAC employers and with a statewide peer group of fellow HVAC instructors. Job information was secured from the US Labor Department.

### **Results of Program Review**

The program review resulted in the following findings:

#### Program Strengths

- The HVAC program continues to attract more and more students, although more recruitment and marketing efforts are still necessary. Potential sources for attracting new students include

displaced manufacturing workers and Air Force personnel who are separating from the service.

- There are many job opportunities in the HVAC field with good salaries.
- The HVAC programs and facilities have a solid base on which to grow.
- There is a large service area from which to draw students.

#### Program Weaknesses

- The HVAC programs have not adequately established themselves in the market place though word-of-mouth and recruitment.
- There is a substantial need for the implementation of an advanced HVAC certificate.
- The program needs to attract more qualified entry-level students into program.
- Students need more competency in soft skills, such as communication, public relations, and report writing.

#### Program Opportunities

- The outlook for employment is very promising in that the US Labor Department predicts a growth rate of 12-26%. Also, because the HVAC field requires that workers be located in the area, this profession cannot be shipped offshore.
- There are opportunities for more wholesalers and manufacturers to donate equipment to the lab.
- There is an opportunity to develop an apprenticeship program with local area contractors and then with professional associations.

#### Program Threats

- Since most HVAC professionals work long hours, it is difficult to attract qualified adjunct faculty particularly during the day or evening. As the number of students increases and as employers require more advanced skills, the program needs to employ a lab assistant and another full-time instructor to handle the teaching load.
- Budget constraints may make it difficult to purchase equipment and supplies and to pursue a HVAC accreditation program.

The program is in good standing as demonstrated by the following statistics:

	<b>Year 1 2006</b>	<b>Year 2 2007</b>	<b>Year 3 2008</b>
<b>Enrollment (Head Count/FTE)</b>	18/11	25/15	40/23
<b>Number of Graduates</b>	12	6	8
<b>Placement</b>	100%	100%	100%

#### **Use of Results**

The HVAC Department will use the results of this program review by incorporating the following objectives into next year's plan of action:

- Strive to locate qualified teaching personnel so that the advanced certificate can be implemented.
- Implement a capstone course to measure program competencies, including both hands-on and soft skills.



- Investigate the feasibility of measuring program competencies through the use of a national certification agency. The HVAC Department recommends the implementation of a national competency testing program called “HVAC Excellence.” Accreditation will entail both accreditation of the HVAC program and certification of the instructor as well.

**Program Review Report Summary  
Certificate in College Studies (CSCE)  
Completed During Academic Year 2008-09**

**Date of Review:** March 4, 2009

**Submitted by:** David Watson  
and Myles Williams  
CSCE Program Managers

**Resources for Program Review**

The CSCE Department received input from the CSCE Advisory Committee and the Business and General Education Division Department Chairs.

**Summary of Results of Program Review**

The program review resulted in the following findings:

Program Strengths

- The CSCE program allows students to feel a sense of accomplishment by finishing a certificate early in their college career.
- The CSCE program prepares students to become more successful in their “target” program by establishing good study and research skills as well as achieving learning outcomes.
- Courses required by the program are offered every semester usually day and evening and at most College locations.

Program Weaknesses

- Many CSCE students do not understand the relationship between CSCE and their “target” program of study.
- Some students have been allowed to change their program of study before completing CSCE.

Program Opportunities

- Perhaps CSCE could be expanded to other divisions in the College.
- Instructors of developmental level courses may need additional professional development and training to teach at the most effective level.

Program Threats

- Students need to understand the CSCE program does not delay their progress toward graduation from their “target” program of study but rather helps them to be more successful.

The program is in good standing, as demonstrated by the following statistics:

	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
<b>Enrollment (Head Count/FTE)</b>	<b>418/254</b>	<b>523/313</b>	<b>567/344</b>
<b>Number of Graduates</b>	<b>3</b>	<b>32</b>	<b>100</b>
<b>Placement</b>	<b>100%</b>	<b>100%</b>	<b>TBD</b>

### **Use of Results**

The College Studies Certificate Department's plan of action will include objectives to address the following:

- Devise a plan with Student Affairs to increase new students' awareness of the relationship between CSCE and their "target" program of study.
- Implement a plan to track students into their "target" program of study to determine if graduates do as well as students who did not graduate from the CSCE Certificate.
- Make CSCE students aware of AOT 104 (Keyboarding) proficiency test, and offer it at no cost for CSCE students.
- Investigate expanding the possibility of making the CSCE Certificate mandatory for "target" programs in the Industrial and Engineering Technology Division.
- Offer professional development for instructors who teach developmental courses.

## **Program Review Report Summary Certificate in Phlebotomy Completed During Academic Year 2008-2009**

**Date of Program Review:** February 18, 2009

**Submitted by:** Sena Gibson  
Program Manager

### **Resources for Program Review**

The Phlebotomy Department received input to complete this program review from the following sources: 1) Advisory Committee, 2) Professional journals, 3) Laboratory Conference Workshops and 4) Clinical Practicum Proctors/Office Managers

### **Summary of Results of Program Review**

The program review resulted in the following findings:

#### **Program Strengths**

- The Phlebotomy Certificate program has a strong curriculum.
- The Phlebotomy Certificate program has up-to-date training equipment on campus and local clinical rotation training facilities.
- The Phlebotomy Certificate program provides students with a skill in a short period of time.
- Students in other health care programs of study can enhance their medical expertise and then continue at the College in their "target program."

- The Phlebotomy program serves as a valuable learning resource for students in the health sciences and offers the opportunity to continue in other health care programs at Central Carolina Technical College.

#### Program Weaknesses

- There is a shortage of clinical sites in the College's service area.

#### Program Opportunity

- The skills offered in the Phlebotomy Certificate would enhance the skills of students in other health care professions.

#### Program Threats

- Some employers in the service area would like to employ multi-skilled graduates instead of graduates with a specialized skill in phlebotomy. The College is monitoring the situation to determine if it will be necessary to incorporate additional skills in order to enhance employment opportunities for graduates.
- Other entities offer similar types of training.

The program is in good standing as demonstrated by the following statistics:

	<b>Year 1 2006</b>	<b>Year 2 2007</b>	<b>Year 3 2008</b>
<b>Enrollment (Head Count/FTE)</b>	30/16	28/16	19/10
<b>Number of Graduates</b>	7	14	10
<b>Job Placement</b>	83%	100%	100%

#### **Use of Results**

The Phlebotomy Department will use the results of this program review by incorporating the following objectives into next year's plan of action:

- Continue to measure achievement of program outcomes and use the results to improve curriculum as needed.
- Implement strategies for students to continue to meet the College Basic Technology Competencies as well as the Program Technology Competencies needed for employment in the Surgical Technology field.
- Request equipment and instructional resources for the new Health Sciences Building with occupancy anticipated for Fall 2010.
- Continue to evaluate the shortages of clinical training opportunities in the service area.

#### **Conclusion of Majors/Concentrations Report Section**

The program review process has allowed the faculty and administration an opportunity to review programs for relevancy in content to support student learning. The areas for improvement will be incorporated into each department's plan of action for the upcoming year for continuous improvement. The College remains committed to a strong, viable curriculum of program offerings to support student success.

## Library Resources

**“Each college or university library or learning resource center should ensure that students have access to and should determine usage of library materials through the regular assessment of the quality and utilization of library resources and services. Results from the previous report must be included.”**

Central Carolina Technical College (CCTC) provides library and learning resources to support student learning as part of its academic management system. The College ensures that users have access to regular and timely instruction in the use of the CCTC Library and other learning/information resources by providing many types of instruction to students and faculty regarding the use and availability of library resources. Instruction may include formal instruction in a classroom setting; one-on-one instruction in the Library; or instruction by telephone or email. The Library staff provides specialized instruction sessions to classes at the Main Campus and at outreach sites as requested by instructors. Just-in-time responses to reference questions are provided in person in the Library, by telephone, or email. In addition, resources on the College’s intranet, myCCTC, provide information about the use and access to electronic library resources as well as links to additional sources of information. The telephone number to the library and a direct email link are provided on the CCTC website and on the Library Tab in myCCTC for convenience in contacting the Library. The Library publishes a *Library Student Handbook*, which provides information on the types of materials available through the CCTC Library as well as the policies and procedures. Faculty may also provide instruction on accessing library and information resources as part of their classroom instruction. New students are introduced to the library resources as part of their New Student Orientation, which is offered each semester.

Central Carolina Technical College (CCTC) provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support its educational programs. The CCTC Library assumes the vital role of being the principal information resource for teaching and learning at the College. The Library’s Mission “is to provide information services and bibliographic resources to support the scholarly and information needs of the College community by requesting, organizing, and maintaining an excellent collection of print and non-print resources and providing instruction on and assistance with the acquisition of information to library users and by creating an academic atmosphere that fosters lifelong learning and intellectual inquiry.”

To ensure the Library’s collection remains sufficient to support each program discipline, the Library staff members seek and utilize input from faculty and staff through formal and informal methods. Two active College committees provide input and direction for the collection, development, and promotion of the Library and ensure that the Library’s collection is current and sufficient to support teaching and learning at the College:

The Library Focus Committee, made up of faculty, staff, and students, provides input for identifying and increasing Library programs and services for the College’s faculty and students through an annual schedule of planned activities such as orientation, workshops, tours, and Library awareness activities.

The Library Resource Committee provides an avenue for the expansion and use of Library holdings and resources. Its membership includes departmental liaisons and representatives who work to ensure library collections and other information resources are adequate and appropriate for the degrees offered at CCTC. The members of the Library Resource Committee meet to review current holdings, recommend elimination of outdated materials, and identify areas in which new materials should be acquired in accordance with available resources.

All faculty, staff, and students, regardless of location, have access to library resources and information technology such as Internet search engines, online catalogs, online databases of research materials, TV/VCRs, microfiche of research materials. The Library personnel also orient faculty to the resources of the Library and work cooperatively with them to provide for their course and program information needs. The Library staff provides assistance to its patrons in locating information and providing research assistance. Making students aware of its services and helping them to become self-sufficient library users is one of the primary goals of the Library.

The CCTC Library is centrally located in the Learning Resources Center on the Main Campus. The Library has over 8,000 square feet of public area floor space and almost 5,500 linear feet of shelving. Students, faculty, staff, and community patrons have access to the physical collection for 56 hours per week each semester. The Library's hours of operation are Monday – Thursday 8:00 a.m. – 10:00 p.m. Changes in Library hours are posted in the Library and in the myCCTC announcements and Library Tab. Library holdings can be borrowed using a validated CCTC ID card or a valid public library card from Clarendon, Kershaw, and Sumter counties. Community members who have a current Sumter County Library account may also establish a community patron account and borrow resources from the CCTC Library.

In addition to the physical holdings in the CCTC Library, electronic resources are available for access in the Library and from remote locations. In 1997, the College entered into a consortia agreement with nine other technical colleges. The ten technical colleges created the South Carolina Information and Library Services (SCILS) Consortium and agreed to share the procurement and support of a collaborative Integrated Library System (ILS) with a web interface for the public catalog. Spartanburg Community College currently houses the server on which the ILS resides and facilitates the contractual support of the full-time technical support person funded through the consortium.

The CCTC Online Library Catalog provides access to the 31,758 (as of June 30, 2009) books, video recordings, sound recordings, magazines, journals, and newspapers that are cataloged in the collection. The catalog is accessible through myCCTC and the general Library web site at [www.cctech.edu/library.edu](http://www.cctech.edu/library.edu). The catalog allows users to search for items in the physical library collection by subject, keyword, title, and author and to limit by material type, format, and publication date.

Through a consortial purchase with the Southeastern Library Network, Inc. (SOLINET), now called LYRASIS, the Library users have access to over 61,000 electronic books (eBooks) from

NetLibrary. This collection has increased in size by more than 30% over the past four years. All students, faculty, and staff have access to this collection from on campus and from off campus locations with an account created on campus by the student or a library staff member.

The Library provides access to 66 online subscription databases, 3 eBook collections, and citation software. These resources provide access to full-text coverage of magazines, scholarly journals, and newspapers. Full-text articles from hundreds of reference sources are also available. APA, MLA, and Chicago/Turabian style bibliographies, works cited lists, and reference lists may be generated using the citation software. To expand access beyond the CCTC Library collection, borrowing services of PASCAL Delivers and OCLC Resource Sharing are available to students, faculty, and staff. Borrowers may request books through PASCAL Delivers, which provides borrowing privileges from 45 participating college and university libraries throughout South Carolina. Interlibrary Loan service through OCLC Resource Sharing provides patrons another opportunity to request and obtain information from books and journal articles from public and academic libraries nationwide.

Joint borrowing agreements with the Sumter County Library, Kershaw County Library, and Harvin Clarendon County Library provide additional local access for students, faculty, and staff at the College. With proper identification, faculty, staff, and students can utilize the resources and services of the participating area public libraries.

Physical library materials and online resources are also provided at outreach sites and support specific courses and programs. The Library has developed specific reference collections at the Kershaw County site and the DuBose site and has provided resources to the Lee Center and the Shaw Center as needed to provide support for college classes offered at these locations. Faculty teaching at these locations work with the Library to have specific materials made available each semester to support their courses and programs. In addition, all online resources are continuously available in computer labs or reference centers at each of the outreach locations.

The Central Carolina Intranet, known to the campus community as myCCTC, also provides comparable online library resources to students at the outreach locations using LAN-based and Internet interfaces. Students at all CCTC campus computer labs may access library resources through myCCTC and, therefore, have the same access to electronic journals and indexes as Main Campus students. Students may also access these electronic library resources from home or work through the Internet. Remote access authentication is provided through the EZ Proxy server. In addition, login information is provided to all students by the Library and in the Library Tab of myCCTC. Students at outreach locations may also checkout circulating materials and have these materials delivered to an outreach location through intercampus mail. Students also have access to resources at other libraries and request these materials through the interlibrary loan process and have these delivered to an outreach location. Following is a description of the resources available at the outreach sites:

The DuBose site in Manning maintains a total of 125 student computers in classrooms/computer labs and 12 computers in the media center at which student at the off-campus site may access the electronic library resources provided by the College. The media center is the service point for library services, computer access (open lab), media services, technical support, and test proctoring at this site. Books, periodicals and videos are housed at this site.

The Kershaw County site in Camden maintains a total of 52 student computers, including two computer labs/classrooms with 24 computers each with Internet access that are available for student use whenever classes are not being held in the rooms. If both labs are in use, students are allowed to use the 4 testing center computers, provided no students are testing. The facility also has a library resource room, which houses select reference materials, tutorial video tapes, faculty reserves, and 2 computers for research.

In addition to these resources, 15 magazine subscriptions and 4 newspaper subscriptions are renewed annually for these sites.

## METHODS OF ASSESSMENT

Assessment of the quality and utilization of the Library resources and services occur on a regular basis. During the fall or spring semester, a Library Services Student Survey is administered. In addition, each library instruction session is evaluated by the students and the instructor. Circulation statistics, door count, reference question count, and online database usage statistics are also used to assess the overall use and quantity of library services.

## REVIEW OF FINDINGS

The Library Services Student Survey was administered over four weeks from April 21, 2009 – May 15, 2009. The online survey was posted in myCCTC (CCTC's Intranet) announcements and in the Library Tab of myCCTC. Flyers were posted in the Library on Main Campus and sent to outreach sites to encourage survey response. Online faculty were asked to notify their students of the survey.

246 respondents completed the survey. 77.5% agreed the Library hours of operation meet their needs. 13% disagreed and indicated they wanted extended hours. 81% responded that the content of Library resources is sufficient for their needs. Over 70% responded the Library has the books they need, while over 22% indicated they do not use the books in the Library. Over 75% agreed that the articles in the online databases were adequate for their needs, while almost 3% disagreed; 21% of respondents indicated they do not use the online Library databases. 85% agreed the research links on the Library tab in myCCTC are useful; however, approximately 45% would prefer to have more tutorials and help sheets available in myCCTC.

The Academic Year 2008-09 reference question assessment indicated a weekly average of 61 reference questions. This figure increased 10% from the Academic Year 2007-08. Reference assistance is provided through email, by phone, and in person. All requests for reference assistance were addressed by providing search assistance and /or directing users to reference sources. The quantity of questions indicates that additional marketing to students, faculty, and staff is necessary to increase awareness and usage of reference services by online, off campus, and Main Campus constituents. In addition, a system will be implemented for all Library staff to more consistently record reference question statistics.

Library instruction sessions were provided to 95 classes during the Academic Year 2008-09. This is an 8% increase over Academic Year 2007-08. 26 of these classes were taught at CCTC outreach campuses. In addition, three course-specific online library instruction modules were developed and placed into online courses. Student evaluations of the classroom library sessions were positive and indicated they found the library instruction to be useful. The results of the online survey were also positive. 96% of the respondents who attended library instruction indicated the extent to which library instruction helped with the completion of their assignments was “good” or “excellent”. 97% responded “good” or “excellent” for the extent to which the students felt the information given in the library session could be applied to other classes. 97% also indicated the content of the library instruction was “good” or “excellent”. 1649 students were in attendance of the total 95 library instruction sessions. This is a 17% increase in attendance over last year.

Circulation of materials in the physical collection in the 2008-09 academic year decreased to 3134 from 3,888 in the 2007-08 academic year. In-house use of library materials increased by 69% from 239 to 405 in the 2008-09 academic year. This is an indication that students are opting to access, photocopy, and/or use the materials in the library rather than checking them out. Students, faculty, and staff accessed a combined total of over 7,000 eBooks using the NetLibrary and Gale Virtual Reference eBooks collections. In addition Interlibrary loan borrowing increased by 240% and lending increased by 120% . PASCAL Delivers borrowing increased by 28% and lending increased by 12%.

## USE OF THE RESULTS FOR IMPROVEMENT

As a result of the feedback from the May 2009 Library Services Student Survey, library hours were increased from 50 hours to 56 hours weekly by staying open until 10:00 p.m. Monday through Thursday, effective July 14, 2009. Since 21% of student respondents indicated they do not use the online research databases, marketing to all students (online, on campus, off campus, and dual enrolled) will increase in Academic Year 2009-10. Advertising will increase via several outlets: by displaying information about resources and services on a flat screen wall-mounted monitor in the Library on Main Campus; by sending a Library staff person out to each outreach site once per month to market resources and assist students; by increasing advertising in myCCTC (since 73% of respondents prefer to be notified this way); by increasing the number of help sheets and online tutorials in the Library Tab of myCCTC.



85% of student survey respondents noted the links in myCCTC were helpful. 42% responded they would like to see more help sheets and tutorials available in myCCTC. In addition, this academic year, subject guides were developed and posted in myCCTC to assist users in selecting appropriate online databases, print resources, and web sites relevant to their course subjects. These subject guides will continue to be developed in the next academic year. Library staff will continue to encourage faculty, staff, and students to utilize the resources and services.

The decrease in circulation of print materials in Academic Year 2008-09 is reflective of the 22% of students who responded they do not check out books. When asked what would encourage them to use the library more, 50% of the students responded “if class assignments required it.” This indicates the need for the Library to continue to work closely with program directors, faculty, and the Library Resource Committee to encourage the use of information in assignments and to identify and market acquisitions that support the curriculum. 56% of students responded they would be more encouraged to check out books and videos if there were more materials in the collection that interested them. 44 respondents indicated subjects for which the Library should acquire materials. These responses will contribute to acquisition decisions in Academic Year 2009-10.

Library instruction sessions have been evaluated by means of a questionnaire distributed at the end of the sessions. These questionnaires reflect user satisfaction with the content and delivery of library instruction. In addition, in Academic Year 2008-09 pre- and post-tests for instruction were distributed to history classes and college skills classes. These tests provided insight as to technology use and concepts learned during the library instruction session or learned prior to the session. There will be ongoing development and revision of evaluation tools.

## SUMMARY

The quantitative statistics indicate that the Library usage of resources and services by the College is the same as the 2007-08 academic year in some areas and has decreased in other areas. Results of the user survey show that the Library has adequate resources and qualified staff; however, the range of resources should increase as well as the marketing of resources and services.

Continued planning is needed to manage resources for the ongoing growth of the College. With the relocation of the Health Sciences programs to the new downtown site and the addition of a new site in Kershaw County in the Academic Year 2009-10, library services must be marketed aggressively through all possible channels. The increase of online help sheets and tutorials, and the ongoing consultation with faculty to select resources will help ensure that students, faculty, and staff are given the tools and resources they need to access and utilize adequate and quality library resources. The Library Resource Committee and Library Focus Committee will continue to provide input and feedback on library resources and services.

## Statement Concerning Amended SC 59-101

### **Providing a “technologically skilled workforce”**

*“In 2001, the SC Legislature amended SC 59-101 to include the following statement requiring all institutions to report: “Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.”*

Central Carolina Technical College’s role in providing the region with a technologically skilled workforce is reflected in its policies, programs, and practices. At the core of its mission statement, Central Carolina communicates its obligation to support the economic growth of the community by providing specialized training opportunities specifically designed for personal growth, economic development and an improved quality of life.

As evidenced in its mission statement and in Strategic Direction #'s 5, 6 and 7 of its five-year strategic plan, the College is committed to evaluating and revising its curricula to meet the needs of the workplace in collaboration with business, industry and other educational institutions. The commitment to workforce development is rooted in the College’s practices as well as its policies and procedures.

The College has adopted a comprehensive Quality Enhancement Plan with objectives that specifically relate to bridging the “digital divide” by identifying program technology competencies for students and instructors. Clearly outlined benchmarks and measurements are used to ensure graduates possess the technology skills they need to meet the needs of business and industry.

Each academic program engages the work of its own program advisory committee, comprised of service area employers who review the program’s current technology, curriculum content, and, as necessary, make recommendations for improvements. The direct input from these committees together with input gleaned from Central Carolina’s Continuing Education division’s partnerships assist the College in assuring that its programs are current and consistently adjusted to meet future economic development trends. Additionally, our 98% overall placement rate in 2008 (for the 2005 cohort) shows that CCTC is doing its part to contribute competent graduates to the workforce.

Through its various policies, procedures and practices, Central Carolina demonstrates its continuing commitment to academic programs that support the economic development needs of the State and supplies area employers with a technologically skilled workforce.

## INSTITUTIONAL EFFECTIVENESS TABLES

### PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

*Applicable to four- and two-year institutions*

**Due August 3, 2009**

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting “the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://connect.che.sc.gov/AS400/Inven/Default.asp>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the “x”**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/AcademicAffairs/Accreditation%20Guidelines.doc>.

**Institution:**

Central Carolina Technical College

Please type institution name in box.

## LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:  
[http://www.che.sc.gov/AcademicAffairs/Accrediting\\_Agencies\\_Recognized\\_by\\_CHE.htm](http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm)

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB <i><b>or</b></i> the ACBSP					
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management						
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology	X	X				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
ACCREDITATION REVIEW COMMISSION ON EDUCATION for the PHYSICIAN ASSISTANT (ARC - PA)						
Physician Assistant						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
<b>AMERICAN LIBRARY ASSOCIATION</b>						
Librarianship (LIB) - master's program leading to the first professional degree						
<b>AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION</b>						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
<b>AMERICAN OCCUPATIONAL THERAPY ASSOCIATION</b>						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
<b>AMERICAN PHYSICAL THERAPY ASSOCIATION</b>						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
<b>AMERICAN PSYCHOLOGICAL ASSOCIATION</b>						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
<b>AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS</b>						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
<b>AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</b>						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
<b>AMERICAN VETERINARY MEDICAL ASSOCIATION</b>						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
Veterinary Technology – Programs leading to the Associate's degree						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	An institution may be accredited by the ACBSP <b>or</b> the AACSB					
Business (BUAD) - Associate degree programs in business and business-related fields	X(4)	X(4)				
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)	X	X				
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RETT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)	X	X				
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)</b>						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>						9/1999
Rehabilitation Counseling						9/1999
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>						
Social Work (SW) - Baccalaureate and master's degree programs						
<b>FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH</b>						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
<b>JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY</b>						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)						
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
<b>JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY</b>						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
<b>MONTESSORI ACCREDITING COUNCIL for TEACHER EDUCATION (MACTE)</b>						



ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Montessori Teacher Education Programs.						
<b>NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES</b>						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
<b>NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES</b>						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
<b>NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.</b>						
Architecture (ARCH) - first professional degree programs						
<b>NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY</b>						
Industrial Technology (INDT) - Baccalaureate degree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN</b>						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF DANCE</b>						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC</b>						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) – Nondegree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION</b>						
Masters of Public Administration (MPA)						7/2002
<b>NATIONAL ASSOCIATION OF SCHOOLS OF</b>						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
<b>THEATER</b>						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs						
<b>NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION</b>						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
<b>NATIONAL LEAGUE FOR NURSING, INC</b>						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) – Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs						
<b>SOCIETY OF AMERICAN FORESTERS</b>						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

**Total**

9      9

*THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D*

**Institution:**

Central Carolina Technical College

**COURSES TAUGHT BY FACULTY**

*Applicable for Four- and Two-Year Institutions – Reported for Fall 2008*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2009 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

**SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES**

*Four-Year Colleges and Universities no longer offer these courses, therefore this table has been deleted.*

**STUDENT INVOLVEMENT IN SPONSORED RESEARCH**

*Applicable to Four-Year Institutions – Reported for Fall 2008*

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2008 IPEDS Enrollment Forms.

	<b>Number of Students Participating in Sponsored Research</b> (Exclude first professional students)
<b>Upper Division, Undergraduate Students</b>	n/a
<b>Graduate Students</b>	n/a

**Institution:**

Central Carolina Technical College

**RESULTS OF PROFESSIONAL EXAMINATIONS**

*Applicable to all sectors – Reported for April 1, 2008- March 31, 2009*

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2008 through March 31, 2009**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Praxis exams are reported separately in the following table.

**Please note that Praxis results are reported on all test-takers.** Other exams are reported on first-time test-takers.

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
<b>TEACHING AND RESEARCH SECTORS</b>				
PRAXIS Series II: Core Battery Professional Knowledge				
PRAXIS Series II: Principles of Learning & Teaching (K-6)				
PRAXIS Series II: Principles of Learning & Teaching (5-9)				
PRAXIS Series II: Principles of Learning & Teaching (7-12)				
PRAXIS Series II: Specialty Area Tests				

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
<b>RESEARCH SECTOR</b>					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)					
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)					
Council on Certification of Nurse Anesthetists Exam.					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse (BSN)					
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
South Carolina Bd. of Law Examination					
Cytotechnology (ASCP)					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
<b>TEACHING SECTOR</b>					
National Council Licensure Exam. - Registered Nurse (BSN)					
<b>REGIONAL SECTOR</b>					
Council Licensure Exam-Registered Nurse (ADN)					
<b>TECHNICAL SECTOR</b>					
Aircraft Maintenance – Airframe					
Aircraft Maintenance – General					
Aircraft Maintenance – Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Medical Assistant Exam.	4/1/08-3/31/09	11	11	11	100%
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					

Name of Exam	Date(s) Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees who Passed	% 1 <sup>st</sup> Time Examinees Passing
Cosmetology Exam					
Emergency Medical Technician – NREMT Basic					
Emergency Medical Technician – NREMT Intermediate					
Emergency Medical Technician – NREMT Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	4/1/08-3/31/09	23	23	20	86.9%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	4/1/08-3/31/09	71	71	65	91.5%
National Physical Therapist Assistant Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT					
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation					
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry					
SRTA Regional Exam. for Dental Hygienists					
Surgical Technologist National Certifying Examination	*see below				
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					

**THE LIAISON COUNCIL ON CERTIFICATION FOR SURGICAL TECHNOLOGY (LCC-ST) CERTIFIED SURGICAL TECHNOLOGIST (CST) EXAMINATION RESULTS CANNOT BE PROVIDED BECAUSE THE CONFIDENTIALITY OF CANDIDATES IS MAINTAINED.**

**The following information is due August 3, 2009**

**ATIONAL ALUMNI SURVEYS - Summary**

**Name of Institution:** Central Carolina Technical College

**Academic Year for Graduating Students:** 2005-2006

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

**The hyperlink for this report is:** <http://www.cctech.edu/about/3852.htm>

How many students were surveyed? 385

How many students responded? 68 Response Rate: 17.7%

Was this population a **sample** or the **total group**? Total

**1. Students' level of satisfaction with:**

Question	Satisfied		Satisfied		Dissatisfied		Dissatisfied	
	#	% of Total Responses	#	%	#	%	#	%
1.1 MAJOR Program of Study	68	100.0%	45	66.2%	18	26.5%	3	4.4%
1.2 INSTRUCTION in the major	65	95.6%	36	55.4%	22	33.8%	4	6.2%
1.3 GENERAL EDUCATION program of study (non-major requirements)	64	94.1%	30	46.9%	28	43.8%	5	7.8%
1.4 INSTRUCTION in general education	65	95.6%	34	52.3%	27	41.5%	2	3.1%
1.5 OVERALL ACADEMIC EXPERIENCE	68	100.0%	38	55.9%	26	38.2%	1	1.5%

**2. How frequently involved in each of the following activities (on or off the job):**

Question	Weekly		Monthly		Annually		Less Often		Never	
	#	% of Total Responses	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	68	100.0%	24	35.3%	16	23.5%	16	23.5%	5	7.4%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	67	98.5%	28	41.8%	10	14.9%	5	7.5%	13	19.4%
2.3 Professional or service organizations	66	97.1%	16	24.2%	11	16.7%	13	19.7%	15	22.7%
2.4 Volunteer, public or community service	68	100.0%	13	19.1%	15	22.1%	13	19.1%	14	20.6%
2.5 Social/recreational organization	68	100.0%	11	16.2%	19	27.9%	11	16.2%	12	17.6%
2.6 Support or participation in the arts	68	100.0%	10	14.7%	12	17.6%	9	13.2%	14	20.6%

**3. The college experience influenced my participation in the above activities:**

Question	Strongly		Moderately		Somewhat		None at all	
	#	% of Total Responses	#	%	#	%	#	%
3.1 Career-related advanced education or training	66	97.1%	40	60.6%	14	21.2%	5	7.6%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	67	98.5%	30	44.8%	17	25.4%	7	10.4%
3.3 Professional or service organizations	68	100.0%	22	32.4%	21	30.9%	11	16.2%
3.4 Volunteer, public or community service	68	100.0%	22	32.4%	18	26.5%	14	20.6%
3.5 Social/recreational organization	67	98.5%	15	22.4%	16	23.9%	19	28.4%
3.6 Support or participation in the arts	67	98.5%	13	19.4%	15	22.4%	17	25.4%
3A Aggregate	403		142	35.2%	101	25.1%	73	18.1%

**4. I have voted in \_\_\_ of the elections since leaving college.**

Question	All		Most		Some		Few		None	
	#	% of Total Responses	#	%	#	%	#	%	#	%
	63	92.6%	32	50.8%	10	15.9%	11	17.5%	4	6.3%